

Illiterate tutorial in minapolitan zone

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Received: 14 March 2017; accepted: 21 May 2017

Abstract

Sumberasih is one of the sub-districts in west coastal areas of Probolinggo District, East Java, Indonesia. This sub-district has 4 villages with their biggest potential of marine fisheries, such as Pesisir, Banjarsari, Lemah Kembar, and Gili Ketapang. The interview result and observation in Sumberasih Sub-district show that the number of illiterate population is still above 4,000 people out of 81,749 people in Probolinggo Regency. This Sub-district is one of the illiterate red zones. Therefore, this article covers about a) the condition and educational problem, b) the illiterate tutorial activity that has been attempted, c) the result of illiterate tutorial activity in minapolitan zone.

Keywords: Tutorial; Illiterate; Minapolitan

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1. Introduction

Sumberasih is one of the sub-districts in west coastal areas of Probolinggo District, East Java, Indonesia. This area is divided into 13 villages that consist of 57 dusun, 76 RW and 310 RT. The total area is 31.00 km². The largest village is Banjarsari 5.18 km² and the smallest village is Karangrejo with the total area of 0.61 km². The population in Sumberasih Sub-districts is more less 64,155 people, that consist of 31,823 male and 32,332 female.

This Sub-district has 4 villages with the biggest potential of marine fisheries, such as Pesisir, Banjarsari, Lemah Kembar, and Gili Ketapang. Therefore, Sumberasih Sub-district is also known as one of the minapolitan areas.

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Kusvita [1] explains that minapolitan comes from the word mina (fishery) and politian (multi activities). In a wider understanding Politian is known as activities cluster that is related to fishery that includes production, processing, and marketing activities within integrated agribusiness system in one area or inter regional fishery that is supported by excellent infrastructure as well as service as experienced in the city (institutional, capital system, transportation, and etc). Based on Rozikin et al. [2] there are four pillars of minapolitan: (1) mindset transformation and development orientation from land to sea. (2) sustainable development, (3) productivity enhancement of marine and fishery and (4) fair community income enhancement.

Minapolitan is the area that forms fishery city that facilitates its population to cultivate ground fish. The residents will enjoy the facilities such as gaining seed from seeding unit, fish processing, fish market and fish food that is managed by a group trusted by the government. (Masterplan, 2013-2018). Most of the population in this area work as a fisherman and most of them have developed sea cultivation activity as alternative livelihood. The development is based on the condition in Sumberasih Sub-district. However, this Sub-district is categorized as illiterate red zone area. It is because Sumberasih Sub-district still has 4000 illiterate population out of 81.749 people in Probolinggo (Probolinggo Regency Portal, 2015). Within 2016, in terms of illiteracy, Probolinggo Regency belongs to top 3 among 33 areas in Indonesia.

In another side, education field is the strategic key in preparing democratic, skilled, smart and creative young generation. Education can strengthen their moral as well as mastering knowledge and technology. The enhancement of education quality will hopefully be used for developing Indonesian to face inevitably global competition. Preparing young people who live in rural areas who in time will give meaningful contribution for their livelihood [3]. Turkkahraman [4] claims that education will possibly support the positive development of economy condition and community development. This article covers: a) the condition and the problem of education, b) attempted activity of illiterate tutorial, c) the result of illiterate tutorial activity in minapolitan zone.

2. The condition and the problem of education

Education is the strategic key in preparing young generation since it forms democratic trait, skilled, smart, and creative, strengthen the moral value and master the science and technology of the youth. Besides, it also helps to enhance the quality of Indonesian to face limitless global competition. Therefore, young people need to be prepared including they who live in rural areas to give meaningful contribution for their neighborhood.

The society participation enhancement can be seen in *enrollment ratio*. In 2005 the enrollment ratio for SD/MI in Probolinggo Regency was 99.04 %, and in 2010 it increased to 115.77%. Meanwhile, for SMP/MTs (2005) the enrollment ratio was 29.03% and in 2010 it increased to 87.90%. For SMA/MA/SMK during 2005 the enrollment ratio was 21.56 % and it increased in 2010 to be 45.76 %.

The education development can also be seen from the number of graduates, capacity and dropout rates. In 2005, SD/MI graduates increased from 14,817 to 16,477 in 2010. Based on those numbers, the transition number from SD/MI to SMP/MTs, even though it was not significant, increased from 66.27% in 2005 to 80.81% in 2010. For SMP/MTs the graduates were 4,374 in 2005 and it increased 5,055 in 2010. Based on those numbers, the transition number from SMP/MTs ke SMA/MA/SMK in Probolinggo Regency in 2005 was 66,32 % and it increased to 79,09 % in 2008.

Probolinggo Regency includes in 33 areas that belong to illiterate red zone in Indonesia. Based on the data of National Education Agency (Diknas) shows the decreasing trend of illiteracy in the last 5 years. The illiterate in 2010 were 125,479 people. Meanwhile, the latest data in 2013 showed that the illiterate in Probolinggo were 81,499 people. The areas in Probolinggo Regency that include in red zone are 11 areas: Tiris, Krucil, Kota Anyar, Pakuniran, Sumber, Kuripan, Bantaran, Wonomerto, Lumbang, Sumberasih, Tongas.

In 2014, the red zones areas decreased into 3 areas. In Tiris there were 7818 illiterate people, in Krucil there were 5740 illiterate people and in Bantaran there were 5135 illiterate people. Meanwhile, the illiterate people in Sumberasih Sub-district were still above 4000 people. Even though it is not included in red zones, it still needs such a serious management to eradicate illiteracy. Based on the result of observation, it is known that the obstacle in handling illiteracy is the resident itself. They are busy with their activities and did not have time to learn. Another main obstacle in tutorial activity is time. Moreover, the number of tutors are also decreasing because they have their own personal activities. Most tutors are teachers. After receiving certification, teachers have problem in managing their time. Therefore, the tutorial activities must be done hand in hand with fishery counseling. The preparation of this activity is the aim of ibw program in minapolitan zone in Sumberasih, Probolinggo [5-8].

3. The undertaken illiteracy tutorial

Based on Central Bureau of Statistic (BPS) in 2010, the number of illiterate people in Probolinggo Regency were 125.479 people. They existed almost in 24 sub-districts. In fact, there were 5,000 illiterate people in 11 sub-districts. However, in 2011, those number decreased to 20,560 people as of the rest of the numbers become 104,919 people in 2012. In 2012, the number kept on decreasing into 8,800 people. Therefore, the number of illiterate people in 2013 were 96,039 people. The illiterate people in Probolinggo Regency in 2015 were 81.749 people (Probolinggo Regency Portal). Based on that number, National Education Agency of Probolinggo attempt to apply various illiteracy program management by launching a program called *melek aksara* that was undertaken gradually. Several activities are covered by the program to eradicate illiteracy in 820 *Pusat Kegiatan Belajar Masyarakat* (PKBM). Among 820 PKBM, in 2010 there were 8,200 people that have been managed.

The interview result between the tutor of illiteracy in two villages, Ambulu and Banjarsari, known that the illiterate tutorial activity has its strengths and weaknesses. The strengths of Pusat kegiatan Belajar Masyarakat is the availability of the certified tutor (teachers). These teachers have a teaching obligation minimally 24 hours lesson and the tutorial activity is part of teaching obligation. This method was effectively proven to resolve the weakness of illiteracy handling in the previous period.

The undertaken of illiteracy handling in the previous period was conducted by santri from Islamic boarding school of Pasuruan Regency. Every Santri was obliged to dedicate themselves to society, including to illiterate resident. Therefore, the continuity of this dedication program was hampered. It was because the tutors live far from the illiterate neighborhood.

The weakness of this PKBM program related to the mindset of illiterate people. In every tutorial activity, the resident hoped that they would get groceries in return. It was because the illiterate people think that working as a fisherman will bring them money. If the learning activity was undertaken alone, the resident will not always get money. Therefore, the illiterate people expect reward after learning. This kind of mindset hampered the handling of illiteracy. The need of learning was not based on their self-awareness but the obligation from government.

The illiteracy handling problem explained above becomes a very serious concern of government recently. Based on the profound observation of illiteracy, it was known that the obstacles of illiteracy handling is caused by several factors. The internal factors were from *Wajib Belajar* (WB) themselves, such as motivation and economic necessities. Most of the WB were quite old. They did not have strong learning motivation even though they had already been told that they will get *reward* after tutorial. Most of the activities were still focus on the *reward* after learning. The WB (students) were more interested in earning money as a fisherman or fish cultivator. Young people were also more into doing the same thing. It meant that the tutorial activity must be conducted by giving material motivation to meet its aim.

The government of Probolinggo Regency had excellent capital to handle illiteracy. Other than having many tutors who work as a teacher, the teaching material specialized for illiterate, DELILA (Dengar, Lihat, Lakukan) book was also available. The National Education Agency of Sumberasih Sub-district was conduct the activity of illiterate eradication. The tutors that had been appointed by the National Education Agency worked actively to find WB.

Before IBW (*Iptek Bagi Wilayah*) conducted, Sumberasih Sub-district did not have illiteracy data base. Most of the tutors gave grocery *reward* to attract the WB to join the activity. Illiteracy database had not been arranged well. As a result, double data collection often happened. Moreover, the learning facilities for illiterate had not been provided. The tutors visit the WB at their house for conducting the tutorial. Therefore, the tutorial activity depended a lot on the passion of the tutors. The passion of these tutors became the most important external factors in conducting the tutorial.

Another external factor of tutorial activity was the cooperation with government. One of the activities was the dedication activity conducted by Islamic boarding school in Pasuruan. Santri must conduct dedication activity to society before they graduate. Due to the activity, the santri who had been graduated and had conducted the dedication activity will stop giving it until there was another dedication activity held.

Besides certification program, the government program of illiteracy becomes an important factor. The government supported ATK (stationary) and module. The budget for this program was 3.6 million for 114 hours. The activity was designed for 6 months and every tutor receives fee. Yet, the application was only for 4-5 months. It was because the tutorial concept was not interesting and lack of motivation. Therefore, the visible activity to eradicate illiteracy that combined the learning need with the earning need must be soon designed. Because most of the residents worked as a fisherman, the illiteracy handling need to be combined with fishery field as it was one of the eminence of minapolitan zone [7-10].

4. Tutorial result

The illiteracy problem in Ambulu and Banjarsari village of Sumberasih Sub-district has become the attention of Probolinggo Regency government because there were a lot of WB there. Various policy have been attempted by the government of Probolinggo Regency. Based on the interview result with the tutors of illiterate in 2 villages, Ambulu and Banjarsari on 15 April 2015, it was known that the internal factor tends to be the most obstacle of the program. Motivation was the most dominant internal factor because WB tend to prioritize physical work to meet their need in life. Most of the WB have already been old. Therefore, they did not have enough learning motivation. Even though it was supported by giving a *reward* after tutorial, but age factor cannot be neglected. Most of the activities still focus on giving reward for WB after learning. WB were more interesting in earning money by working as a fisherman or fishery cultivator. Young people were also more into doing the same thing. Therefore, tutorial activity must be conducted by giving material motivation in order to meet its aim [6-10].

For eradicating illiteracy, government of Probolinggo Regency has excellent capital. It was because the government has many tutors who also work as a Teacher. Besides, it also has teaching materials specialized for illiteracy, that is DELILA book. Under the protection of The Head of Education Agency of Sumberasih Sub-district, the activity of illiteracy eradication was conducted. The tutors that have been appointed by the Education Agency of Sumberasih Sub-district worked actively to find WB. Unfortunately, after the activity of IbW (Ipteks bagi Wilayah) was conducted, Sumberasih did not have illiteracy *data base*. In applying the activity most tutors give *reward* in terms of grocery, noodles, and etc. The *Database* of illiteracy were still weak. Moreover, the learning facilities for illiterate had not been provided. Tutor conducted the tutorial activity by visiting WB at their house. Therefore, the tutorial activity depends a lot on the passion of the tutors.

Besides the support given by the tutors, the tutorial activity was also supported by the government. One of the government support was dedication activity that was conducted by Islamic boarding school in Pasuruan. The santri who were about to graduate must conduct the dedication activity for society. Therefore, when the santri graduated, they would have certification.

The budget was designed for 6 months and every tutor received fee. However, the application was conducted for 4-5 months because of the lack of motivation, either the tutor motivation or the WB motivation. Moreover, the packaging of tutorial concept was not interesting. The tutors in Sumberasih Sub-district live lived far from the illiterate neighborhood. Some santris were part of dedication program of Islamic boarding school from another area. Therefore, the illiterate activity innovation was conducted by programming thematic illiteracy for illiterate residents. A visible breakthrough that was possible to apply to the illiteracy eradication from minapolitan zone by working on some innovation in tutorial activity needs to be conducted. It was because most of the WB apply the fishery cultivation, such as catfish. To continue this program, WB will be given a module that is suitable with their skill characteristic that is fishery cultivation. By doing this, there is interest to eradicate illiteracy by increasing the skill of WB.

The thematic tutorial program of illiteracy in minapolitan area was the design of illiteracy eradication in Sumberasih, Probolinggo. The illiteracy program was conducted by combining fishery field since it is the skill of (Wajib Belajar atau WB). The activity was conducted by giving catfish cultivation counseling. Most of the WB were fishermen and fishery cultivation. They were asked to join the training and counseling of how to cultivate fish well. The steps of fish cultivation were written in guidance book or module. The book and module then were used as a media for giving illiteracy tutorial.

Apart from the obstacles of illiteracy explained above, based on the observation result is known that one of the other obstacles in erradicating illiteracy were the occupied working time and the time itself. Therefore, a visible breakthrough of tutorial activity that was packaged in tutorial series of fishery counseling. The brainstorming process of tutorial activity was explained below.

Generally, the activity of illiteracy eradication in Probolinggo, especially in Ambulu and Banjarsari of Sumberasih, had never been completed by SWOT analysis. In dedication activity that was conducted by UMM team with Ubaya team together with Provincial Development Planning Agency (Bappeda) of Probolinggo had successfully produced SWOT analysis. It helps the regional government to accommodate the advice and suggestion for doing the activity of illiteracy eradication [7-9].

5. Conclusion

The government has planned to apply the programs that facilitate Probolinggo to go forth that zone (*out of the box*). The illiteracy eradication using DELILA program had been conducted. The partnership with Islamic boarding school had also been built in order to facilitate learning. UMM and Ubaya had also given the support.

The regional government also provided financial support. Directorate General of Higher Education also participated actively by Science and Technology for Regional (IbW). The first stage of activity for the first year was preparing tutors. Every tutor handled ten WB. In the first stage, there were twenty tutors prepared for two Sub-district and they were hoped to handle about two hundred illiterate.

6. Open problem

Eradicating illiteracy in Probolinggo was not easy at all because the number of WB were not proportional to the availability of the number of tutors. Besides, the WB was lack of motivation. They would eagerly joined the tutorial activity if they brought reward home. Based on those problematic problems, there were various open problem that can be seen:

- a. How to establish facilities and infrastructure in every village in order to invite WB to come to study.
- b. Growing the WB motivation so that they would learn eagerly and seriously without thinking about the reward.
- c. How to make a module that is suitable with local wisdom.

Acknowledgment

This research is supported by The Ministry of Research, Technology and Higher Education of Indoensia, University of Muhammadiyah Malang, university of Surabaya, and Local Government of Probolinggo. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of those institutions.

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